Syllabus for
**PRM 773—Language Acquisition**
3 Credit Hours
Spring 2014

I.    COURSE DESCRIPTION

A study of the perspectives and attitudes necessary to learn to communicate in a new language quickly and effectively.  Combines knowledge of language learning with methods for adapting to a new cultural environment to ensure the new missionary establishes good relationships and is not hindered in communicating the Gospel.  Focuses on building relationships rather than stressing cognitive input exclusively.  Includes local field opportunities to help students in the acquisition and testing of all these skills.
Prerequisites:  None.

II.   COURSE GOALS

The purpose of this course is to enable the student to do the following:
A.    Understand how a language can be learned easily and naturally.

B.    Experience personally the satisfaction of learning a language in a new way.

C.    Overcome fear of the "unknowns" of language learning.

D.    Understand how language learning can be a contribution to successful missions work.

E.    Understand how learning a language aids in "bonding" with nationals.

III.  STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:
A.    Discuss the importance of hearing and duplicating a wide variety of sounds found in foreign languages.

B.    Discuss skills and techniques in language learning.

C.    Discuss the value of phonic skills.

D.    Explain the significance of accurately pronouncing foreign language sounds.

E.    Discuss the importance of learning a language with confidence using the ear and mouth more than the eye and writing skills.

IV.   TEXTBOOKS AND OTHER LEARNING RESOURCES

A.    Required Materials
    1.    Textbooks
        Brewster, Thomas, and Elizabeth Brewster. *Language Acquisition Made Practical*.
            Colorado Springs:  Lingua House, 1976. ISBN: 9780916636005

    2.    Other
        None

B.    Optional Materials
      1.    Textbooks
            None
      2.    Other
            None

V.    POLICIES AND PROCEDURES

      A.    University Policies and Procedures
            1.    Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
            2.    Students taking a late exam because of an unauthorized absence are charged a late exam fee.
            3.    Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

                  a.    Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
                  b.    Failing to meet group assignment or project requirements while claiming to have done so;
                  c.    Failing to cite sources used in a paper;
                  d.    Creating results for experiments, observations, interviews, or projects that were not done;
                  e.    Receiving or giving unauthorized help on assignments.
                  By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

            4.    Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
            5.    Students are to be in compliance with university, school, and departmental policies regarding Whole Personal Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
                  a.    The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
                  b.    By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

      B.    Graduate School of Theology and Ministry Policies and Procedures

1. **Completion of assignments**
   Assignments are due on the dates established in the course calendar, which is published in the syllabus. Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays. All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. No work is accepted after the final date of regular classes.

2. **Incompletes**
   a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
   b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes.
   c. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the Graduate School of Theology and Ministry. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**
   a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
   b. A Petition for Late Examination must be submitted to the academic dean's office. A **$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
   c. Students taking late exams should expect alternate versions of the original exams.
   d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**
   The administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

   a. Students will receive one letter grade reduction after missing more than two weeks of classes.
   b. Students who miss more than one month of classes will fail the course.
   c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
   d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
   e. Students are expected to be prompt for classes.
   f. Students are expected to remain for the entire class session.
   g. Leaving early without permission constitutes an absence.

5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

C. Course Policies and Procedures
  1. Evaluation Procedures
     a. Grading:

     | | |
     |---|---|
     | Reading and Worksheets | 20% |
     | Oral and Written Exams | 20% |
     | Field Experience:  Scouting and Learning Cycles | 20% |
     | Tape Drills | 20% |
     | Testimony Paper | 20% |

     b. Grading scale:
        A=90-100%
        B=80-89%
        C=70-79%
        D=60-69%
        F=59% and below
  2. Whole Person Assessment Requirements
     a. All students entering the seminary are required to enroll in       PRF 059—ePortfolio:  Whole Person Assessment, which provides specific training to develop skills needed to create an ePortfolio.
     b. WPA requirements for this course:
        None
  3. Other Policies and/or Procedures
     a. Readings from the *LEARN* syllabus and the *LAMP* book are required. Reaction sheets should be completed at the appropriate times, as indicated in the course calendar.
        (1) A few other worksheets are also required, as indicated on the course calendar.  These are primarily concerned with phonetics and attitude testing.
        (2) A brief testimony paper is required (about 4 pages) and is intended to help students analyze personal experiences, both good and bad, during the semester.  This is a partially subjective statement, rather than a research paper.  To reach the goal of a successful language learning experience, one-fifth of the student's grade depends on the student's ability to testify to a good experience.
        (3) The major requirements of this course are field work language learning cycles.  Students are required to complete four such cycles at the appropriate times during the course.  During these assignments, the beginnings of some language (other than English) spoken in the Tulsa area are acquired.  Students should realize that these cycles are designed to help students acquire a technique rather than the language concerned.  The languages students finally learn on the field are therefore not necessarily learned during the course.  Each cycle includes the following:
           (a) Working with a language helper
           (b) Recording and practicing certain drills on a tape recorder
               **Note:  A small tape recorder with a microphone and**

> **cassette tape is required, and one loop tape (a 30-second endless tape) is recommended for the course.**

        (c)     Filling out the required conversation scripts
        (d)     Communicating with the required number of speakers on the language being learned
        (e)     Evaluating progress

    b.    At prescribed intervals, students are required to demonstrate progress by handing in conversation scripts, cycle evaluations, etc., and by doing preliminary demonstrations in front of the professor and the class. Work that is not done on schedule incurs a 10% overall grade reduction.

    c.    At the end of the semester, a final oral exam of all four cycles is required.

    d.    There is no bibliography and no reading other than the prescribed articles in the syllabus (see course calendar).

## VI.    COURSE CALENDAR

| **Week** | | **Assignment** |
|---|---|---|
| 1/10/14 | Introduction, Philosophy, and Responsibilities Scouting, p. 273 | Bonding, pp. 21 1 ff, |
| | Selections from pp. VII and VIII | Interaction, p. 293 |
| 1/17/14 | GLUE Procedure, p. 78, Bonding | Scouting Feedback, p. 274 |
| | | *LAMP* pp. 1-33 |
| | Language Learning Midwifery | |
| | Letters, pp. 43 ff. | Natural Childbirth, pp. 243 ff |
| | Learner vs. Student pp. 61-62 | |
| 1/24/14 | Taping, GLUE Review, pp. 85-91, 279 | Language Learning Is, |
| | Principles and Perspectives, p. 76 | pp. 223 ff |
| | | Interaction, p. 295 |
| | Language Learning Strategy and Topics, | Language Acquisition |
| | pp. 94-107 | pp. 199-203 |
| 1/31/14 | "Ladle Rat Rotten Hut," pp. 81-82 | Why are Foreigners . . . , |
| | How to Learn Text and Do Comprehension Exercises, pp. 95-93, 281-282 | pp. 231 ff. Interaction, p. 297 |
| | Working with Recorders, pp. 55-57 | **Bring tape recorder** |
| | Intro. to Cycle 1, pp. 275-281 | Review, p. 102 |
| 2/07/14 | Intro to Phonetics, Vowels, | **Learning Cycle 1** |
| | pp. 179-182. | Learning a Language the Right Brain Way, pp. 63-66 |
| | Rehearsal of Learning Cycle 1 by Students | Evaluation, p. 276 |
| 2/14/14 | Vowels, pp. 181-183; Intro. to Consonants, p. 185; Intro. to Cycle 2, pp. 277; 3, Language Learning is Communication | |
| | pp. 301 ff. | Progress on Cycle 1 |
| | | Complete Cycle 1 |
| 2/21/14 | Intro. to *LAMP*, pp. 199-200 | **Learning Cycle 2** |
| | Revision on Vowels | Evaluation, p. 278 |
| | Power Tools, pp. 108, 0, 7-9, 121, 125 | I've Never Been So Fulfilled, pp. 237 ff |
| 2/28/14 | Consonants, pp. 185-186 | *LAMP* Read Ch. 5 and Readings, See pp. |
| | Syllables, pp. 179-180 | 199-200 |
| | Intro. to TPR (*LAMP*, pp. 221 ff) & SUM (pp. 301 ff) | Evaluation, p. 299 |

| **Week** | | **Assignment** |
|---|---|---|
| 3/7/14 | *LAMP*, pp. 369 ff.; Evaluation and Proficiency Levels; Discuss Blue Pages 3-133 | Blue Pages 3-133 |
| | Oriental Consonants, Vowel and Tone Sounds Stops and Fricatives, p. 185 | SUM, pp. 301-306 |
| 3/14/14 | Intro. to Cycle 3, pp. 277, 7, 283 Discuss Blue Pages 134-167 | Blue Pages 134-167 |
| | Intro. to Consonant Relationships, p. 289 Sound and Structure Learning, p. 130 | Tools for the Field, pp. 55-57, 69, 319, 327-328 |
| | Discuss Tools for the Field 3 | Complete Cycle 2 |
| | Consonants, p. 186 | **Learning Cycle 3** (With Phonetic Transcription) |
| 3/28/14 | TPR Demonstration;  Tape and Story Comprehension Introduction to "Sammies," pp. 287-288 | Evaluation, p. 283 |
| | Structure | Articles, pp. 257-262 |
| | Stops, Fricatives, and Laterals, pp. 185-186 | |
| 4/04/14 | Intro. to Cycle 4, pp. 277, 285 (complete four parts), 286 MILK Kit, p. 247 | Consonant Relationships, pp. 289-292 Sammies, pp. 287-288 Complete Cycle 3 |
| | Text Dealing with Sounds;  Text Adding a Sentence that has Several Sounds You Are Working On | Sammies, pp. 287-288 **Learning Cycle 4** (With Phonetic Transcription) |
| 4/11/14 | Memorizing, p. 92;  Serving, pp. 146-150 | Evaluation, pp. 285-286 |
| | Tones, p. 176 | |
| | Intro. to Testimony Paper | |
| | Symbol Systems, pp. 75—The Blue Pages. | Skim Read Blue Pages |
| | Connecting Small Segments in Complex Sentences. | MILK Kit, pp. 247ff |
| | Thinking in Another Language;  Intro to Final Texts | Phonetic Transcriptions of Cycles 1 & 2 |
| 4/18/14 | Oral Exam | Testimony Paper |
| | Questionnaire on Field Experience, pp. 307-308 | Course Evaluation, pp. 2-314 |
| | Discussion of Brain Lateralization, pp. 63 ff | Complete Cycle 4 |

**Oral final exam scheduled for each student according to the university schedule.**

**Inventory for Student Learning Outcomes**
**Graduate School of Theology and Ministry**
**Master of Arts in Missions**

**PRM 773 Language Acquisition**            **Dr. Raymond Smith, Instructor**

**Spring 2014**

This course contributes to student learning outcomes for the Master of Arts in Missions degree as indicated below:

**Significant Contribution:**  Addresses the outcome directly and includes targeted assessment.
**Moderate Contribution:**   Addresses the outcome directly or indirectly and includes some assessment.
**Minimal Contribution:**  Addresses the outcome indirectly and includes little or no assessment.
**No Contribution:** Does not address the outcome.

| Degree Program Outcomes | Significant Contribution | Moderate Contribution | Minimal Contribution | No Contribution |
|---|---|---|---|---|
| **Historical/Theological Perspective of Missions** | | | | |
| Articulate the historic, biblical, theological, and missiological perspectives that inform the church's missionary task. | | | | X |
| **Strategy and Planning for Mission Agencies** | | | | |
| Articulate an awareness and understanding of the basics of Christian missionary life and practice. | | | X | |
| **Cross-Cultural Evangelistic and Church-Planting Strategies** | | | | |
| Articulate a globalized strategy for cross-cultural evangelism and church planting. | | | X | |
| **Leadership for Motivating, Mobilizing, and Training** | | | | |
| Articulate the fundamental issues of the dynamic relationship of gospel to culture in establishing a strategy for effective intercultural ministry. | | X | | |
| **Language Learning Methods and Techniques** | | | | |
| Demonstrate language learning competency utilizing the ear and mouth more than the eye and writing skills. | X | | | |
| **Internship in Evangelism/Church Planting** | | | | |
| Demonstrate preparedness for intercultural ministry by supervised application of missiological insights through immersion in cross-cultural ministry experiences. | | X | | |
| **Scriptural Knowledge** | | | | |
| Articulate a foundational knowledge of the content of Scripture with application to selected contemporary situations. | | | | X |